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THE ORGANIZATION AND FIELD OF BOARDS OF EDUCATION

STAGES OF ORGANIZATION

Educational work in the various denominations is not yet fully organized. Only 20 out of a much larger number of churches have had boards of education and six of these have not maintained a paid secretary. The Baptist Southern Convention is the largest group without a central office organization, maintaining simply an educational commission.

Many of the present educational agencies are comparatively young or undergoing radical reconstruction. The United Presbyterian, Disciples, Baptist North, and Methodist Protestant have not operated with paid secretaries more than six years. The Baptist North on its present financial basis and the Congregational Board in its reorganized form have existed only two years. At the present time the Lutherans are completing a combination of the separate boards of the United Synod, South, the General Synod, and the General Council. The new agency is officially known as the Board of Education of the United Lutheran Church in America. Within the Presbyterian Church in the U. S. A., the College Board and the Board of Education have been absorbed in the new General Board of Education. Obviously with these varying stages and changes in the machinery of religious education it is not possible to state exactly what the standard type is or should be. On the other hand, an effort to analyze the facts in the present situation is the more necessary.

THE RANGE OF FUNCTIONS

Practically all the functions entrusted to boards of education at the present time (although no one group undertakes to discharge them all) are classified in this schedule.

1. General publicity (placing the necessity of Christian education before the church).
 - A. Special occasions:
 - education day or week.
 - Day of Prayer for colleges.
 - Childrens' day.
 - B. church press.
 - C. regular bulletin of board.
 - D. leaflets, posters, and general advertising.
2. Recruiting ministers and missionaries.
 - A. loan funds.
 - B. religious life work conferences.
 - C. individual work (card index).
 - D. distribution of literature.
3. Training ministry and missionaries.
 - A. seminaries.
 - B. summer and correspondence courses.
 - C. missionary training schools.
4. Co-operating with colleges.
 - A. securing students.
 - B. financial aid.
 - (1) loans and grants.
 - (2) campaigns for endowment.
 - general.
 - special.
 - C. supervision and control.
 - D. standardization and advisory help.
 - E. general publicity.
5. University centers.
 - A. religious supervision.
 - B. religious instruction.
 - C. promotion.
6. Sunday school work.
7. Mission and negro schools.
8. Weekday and home religious training.

THE DISCHARGE OF THESE FUNCTIONS

General Publicity

All denominations make a much wider use of general publicity than was the case five years or even two years ago. The education week has been most fully developed in the Presbyterian Church in the U. S. A.

On Children's day the Methodist Episcopal Church secures a large collection for education. The Methodist Episcopal, the Methodist South, and the Protestant Episcopal boards have regular bulletins with second-class mailing privileges which reach thousands of their constituents. Advertising in the church press is used extensively by the boards of the Baptist North and Presbyterian U. S. A. churches. The Presbyterian U. S. and the Methodist boards of education have employed small leaflets very generally.

Recruiting

Recruiting of the ministry is a second activity common to all the boards. In most of the smaller organizations this work is in the hands of the general secretary who directs publicity, visitation of colleges, and loan funds toward this end. These functions are divided up in the larger organizations. The most publicity of this character is put out by the Presbyterian U. S.; the most aggressive college visitation was a Congregational campaign; the largest loan fund is administered by the Methodist board. In general, recruiting is coupled with promotion of all student religious work. Several boards, notably the Methodist, make loans to students other than candidates for the ministry. The Methodist South combines ministerial supply with theological training; the Episcopal and Presbyterian (U. S. A.) organizations press recruiting most actively in the state institutions; the Presbyterian boards (U. S. A. and U. S.) are cultivating a direct approach to students of high school age. All of these groups are in close touch with their own colleges in this matter.

Training Ministry

At the present time, boards of education have comparatively little relation to the work of training ministers and missionaries. Theological seminaries are generally under the jurisdiction of sections of a denomination and perhaps to an increasing extent of the entire denomination but never under direct control of the board of education. The Methodist Southern board conducts extension and institute work through its correspondence and summer courses under the department of ministerial supply and training. The Congregational society supervises some training schools. Nine boards aid seminary students through their loan funds. The Episcopal board has a department of theological education and a council of thirty members which has gone into the question of standards of ordination. Otherwise the connection between this field of education and the board of education is noticeably lacking.

Aiding Institutions

On the other hand, co-operation with colleges has so absorbed the activity of boards of education in the past that outside critics have questioned their right to be called boards of religious education in the broad

sense of the word. Aid to colleges is fairly uniform among the boards with two exceptions. The Congregational society sustains no direct relation to colleges either in the way of control or assistance with the exception of a few semi-missionary colleges. The Episcopal board deals mainly with individual students, not with institutions, and has no desire to build up a series of colleges throughout the country. (It is interesting to note that the Congregational group with its college job practically finished and the Episcopal with the building of colleges hardly begun, unite on this view of the institution as a means to an end.) Other boards are placing less emphasis on the multiplication of institutions and more on the standard of the school, and its relation to educational needs. The United Brethren and the Baptists have each recently given up an institution, the Methodists are now considering a realignment of their six institutions in southern Illinois, and the recent union of Lutheran bodies may affect their college situation. Similarly in the Methodist Church South the Board of Education was authorized recently to make provision for a commission on consolidation to which shall be given "authority to investigate and advise with reference to the correlation, elimination or consolidation of any institution or institutions of our church wherever one or more Annual Conferences request the Board of Education for such assistance."

While boards have consistently aided colleges with publicity, advice, and financial campaigns, much of the function of standardizing and classifying institutions is in the hands of other organizations. The Methodist church has a "University Senate," the Methodist South has commissions of the General Conference, the Congregational has a committee of the National Council on religious and moral education which is standardizing Bible departments in colleges. There is also a committee on religious education in the Northern Baptist Convention.

University Centers

A more recent activity in the schedule of Church Educational work is that which is now carried on among the independent and tax supported institutions. With the exception of the Presbyterian U. S. A. the churches were slow to enter this field, leaving it largely to the Y. M. C. A. It is now generally recognized that the church has a direct responsibility here and all the larger boards of education are definitely committed to this work as far as their funds will permit. The nature of this work has been largely experimental in the past, but it is now being shaped into a consistent and progressive program.

Sunday School Work

For the most part, Sunday School work has been handled by agencies entirely independent of the church boards of education. In the Episcopal Church, however, this task falls to the board of education and the Con-

gregational group have placed their Educational Society and the Sunday School and Publication Society under a single management. Aside from this, we have an anomalous situation in which one of the most important educational activities of the church is conducted quite independently of the boards of education.

Mission Schools

Educational work among negroes and mountain whites is partially controlled by the boards of education. Fourteen negro colleges in addition to lower grade schools are connected with the various boards. This field lies somewhat between home mission and educational interests. The Methodist South Board of Education for example, administers a negro college but feels that it should be transferred to the home mission board. Some 15 mountain white schools are supervised by the Methodist Episcopal board of education. In other denominations this work is conducted under the home mission or freedmen boards. For the most part, mission training and deaconess schools are under missionary societies but the Congregational board of education has a missionary department and the Methodist University Senate sustains a relation to the deaconess schools.

Home Training

Only the Episcopal and Congregational boards of education have touched week-day religious education or home training. Social service departments and young peoples' work are lines of activity which have been instituted but not yet defined.

CO-OPERATION WITHIN THE DENOMINATION

It has been customary in several denominations for the general collections of the church to be divided among the boards according to a percentage ratio fixed by the governing body of the communion. In most cases the assignment to education has been relatively small but increases have been noted where the board of education is developing its work. (Bp., Cong., etc.)

A much more active comity between boards is found in projecting special financial campaigns. With a view to presenting the united front of the church to each task, the General Conference of the Methodist Church South voted that the Centenary Campaign for Missions should have the right of way during the first two years of the quadrennium, to be followed in 1921-22 by a \$23,000,000 campaign for education. Similarly the Methodist Episcopal church has just completed its \$27,000,000 Jubilee Campaign for education, is now engaged in the Centenary Campaign for missions (one of the secretaries of the board of education giving his entire time to this) and expects to put on a greater campaign for education later.

A second and closer form of financial co-operation between different boards of the same church is the joint campaign based on an agreed apportionment among the boards participating. The Five-Year Program of the Northern Baptist Convention was of this type and indeed involved much more than mere financial co-operation. The same denomination put through a \$1,000,000 layman's campaign in 1918 and a follow-up campaign for less material ends. In both of these the board of education and its secretary have taken a leading part. The Presbyterian U. S. church has projected a joint financial campaign in which the board of education will have a share. The Men and Millions Movement in the Disciples church is a similar combined effort of all the boards and colleges for about \$6,000,000. Most of this is already realized. In the Episcopal Church education has proposed such a united program for 1919 to the mission and social service boards. The United Presbyterian and the Methodist Protestant both have joint campaigns, each seeking about \$1,000,000. In the Presbyterian church, U. S. A., the New Era Movement is of this character and is organizing to secure many millions.

Interaction between boards has gone farther than the mere raising of funds. In many cases it is now administrative. Reference was made above to the several goals of the Five-Year Program. The boards of the Presbyterian U. S. church unite in summer conferences for young people. In the Methodist South communion, the Sunday School and education boards are charged jointly with the establishment of chairs of religious education in the colleges. In the Presbyterian church U. S. A., there is direct co-operation between the university department of the board of education and the board of church erection. The director of the religious work department in the Methodist board of education is now giving his entire time to the missionary campaign. The Episcopal church has organized a National Student Council through which the boards of education, missions, and social service make a united appeal to their students instead of approaching them separately as before with varying and conflicting programs of religious work. The collegiate secretary of the board of education is ex officio president of this council.

To a certain extent, co-operation among boards in the same church has reached the point of actual organic union. Thus the Episcopal and the Methodist Church South each has its home and foreign missions combined in a single board. Several denominations have their Sunday School and publication work united. Home missions and church extension are combined in the Methodist Episcopal church and in the Cumberland board, now under the Presbyterian U. S. A. In the Congregational group, the Home Missionary Society, the Sunday School Extension Society and the Church Building Society have the same board of directors and the same secretary, although each society maintains its separate legal entity.

This tendency towards consolidation affects also the educational work of the church. In the Presbyterian Church, U. S., education and ministerial relief are combined in the same board. The Episcopal Board of Education actually discharges all the functions of a Sunday School Board and is given full charge of that entire field by the General Convention. The same effect is secured in the Congregational church by uniting under one secretary the education society and the Sunday School and Publication Society with a united program. It is specifically recognized in this denomination that the work of education is fundamental to the activity of all other boards. A new type of structure has been proposed in the Episcopal church by which mission, education and social service activities would be united in an executive committee of the general convention and a new board of finance and promotion created to serve all three interests. Something very similar to this will probably develop among the Disciples of Christ. Their home and foreign missions have combined and are now considering amalgamation with the benevolence boards and the board of education. As there are many serious obstacles in the way of complete identity, it is probable that these various boards will combine such interests as they have in common in a joint organization for promotion and financial interests leaving to each of the old boards the administration of funds and supervision of institutions.

GENERAL TENDENCIES

All these facts are undoubtedly evidences of an underlying movement, the direction of which we can plainly see and even foresee. Boards of education when they are once organized, quickly develop a wider range of activities than can be comprehended in a single institution such as the college. This movement, together with the broadening conception of the field of religious education, forces a consequent expansion of the program and machinery necessary to cultivate this field. The inevitable result is a readjustment already realized in some denominations between the boards of education and such other boards (notably Sunday School and missions) as have interests lying in the field of education. This movement points, moreover, to a not distant future in which the denominational program will be unified rather than an aggregate of separate board plans, as we recognize more and more the fundamental unity of interests. There can hardly fail to be a consequent reaction which will force the adoption of that organization and structure best adapted to function in a larger and more unified way, and the discarding of existing machinery when it stands in the way of evident progress.